POLI 328: Latinx Politics in the United States
Spring 2020
Tuesdays & Thursdays 2:30 PM – 3:45 PM
Room: DCH 1046

Instructor Information
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Office Hours:
Wednesdays 3:30 - 4:30 or by appointment

Part I: Course Description
This course will provide a general overview of Latinx politics in the U.S. from both a practical and academic approach. I roughly divide the course into three sections which will begin with abstract concepts and then transition to the more tangible aspects of Latinx political behavior. In the first section, we will discuss the nature of Latinx identity in the United States. What is *Latinidad*? Pan-ethnicity? How do these concepts translate into Latinx group attachments? Does national origin play a role? We will then move on to historical analyses of immigration, the civil rights era, the Chicanx labor movements, and the rise of ethno-nationalist parties and movements like La Raza Unida. In the second section, the class will transition into questions that specifically pertain to concrete behaviors, such as the role of Latinx voting, public opinion, activism, and representation. Throughout this section of this course, we will also discuss the methods and challenges of studying and analyzing Latinx behavior, public opinion, and attitudes. We will finish the semester by discussing contemporary movements and trends in Latinx culture, media, and activism which are affecting modern Latinx politics and American politics at large.

Part II: Class Learning Outcomes
Upon completion of POLI 328, students will:

- Develop an understanding of the complexity of Latinx identity in the United States
- Gain the ability to put Latinx politics in the United States in historical and sociopolitical context
- Think critically about the interactions between Latinx political behavior and American political institutions
- Identify lingering questions regarding Latinx politics, and ways to answer them
- Be able to apply what they've learned to about Latinx political behavior to their political environment

Part III: Grading and Course Requirements

Course Expectations: This course will incorporate both lecture AND discussion components. Discussion during course meetings will be devoted to examination of the meaning, insights, and implications of the lecture content *as well as* the course readings. Consequently, the expectation in this course will be that you have completed the assigned course readings for that day/week. This will ensure that all members of the class are able to participate in an active fashion about the course material. All course readings will be available on the class Canvas page.

Final Course Grades Will Be Assigned as Follows:

Course Grade Scale		
A 100%-93%	B- 82.9%-80%	D+ 69.9%-67%
A- 92.9%-90%	C+ 79.9%-77%	D 66.9%-63%
B+ 89.9%-87%	C 76.9%-73%	D- 62.9%-60%
B 86.9%-83%	C- 72.9%-70%	F >59.5

Final Grades Will Be Calculated Based on the Following Components:

Participation (20%): As I mentioned above, a sizeable component of the class will be discussion of the course content and assigned readings. It will be expected that students come to class having done the assigned readings and any other preparation the instructor has assigned. This will ensure that all students have an opportunity to get multiple perspectives on the material. Consequently, it is crucial that all students offer their avid and enthusiastic participation.

Weekly Reading Summaries (15%): Students will be expected to write reading summaries of the readings listed in the syllabus that are in bold and have an asterisk (*) next to them in the course syllabus. Students will follow the template provided to them in class. Reading summaries will be submitted via Canvas and are due before class starts on the assigned day.

Two Short Papers (15% each): You will be tasked with writing two short papers (5-7 pages) on topics that will be assigned by the instructor. The topics will pull from current events and will ask students to apply the academic literature to "real world" politics. Generally speaking, the topics will ask you how, or whether, you believe the material covered in the readings squares with what is observed in the real world political environment. They are to be submitted via Canvas on the assigned due dates. **The first paper is due by 11:59PM on Sunday, February 16th. The second paper is due by 11:59PM on Sunday, March 29th, 2020.**

Final Paper (20%): For the final assignment, you will be asked to identify a question in the literature that you think has gone unanswered (or insufficiently examined). Review the literature on the relevant topics and explain why you think the current state of the literature is lacking. For this assignment, you may pull exclusively from the literature read in class, however, you are encouraged to go beyond assigned readings. The recommended length for this paper is 10-12 pages. I have suggested reading lists ready to go! Final papers are to be submitted via Canvas by **11:59PM on Friday, May 1st.**

Presentation (15%): In the final week of class, all students will be required to give individual short presentations to the class. In these presentations, you will present your final paper. The content of the presentation must 1) articulate what question you propose for further research, 2) why you think the question is interesting/important, 3) review the previous literature that informs the question, and 4) why you think the current state of the literature has insufficiently addressed the question. Presentations will be followed by a Q&A in which fellow students and the instructor may ask clarifying questions regarding the project. Presentations will be scheduled in class for Tuesday, April 21 and Thursday, April 23.

Required Text(s): All required readings will be posted on Canvas.

Part IV: Course Policies

Attendance Policy: At Rice University, you are afforded the opportunity to take a multitude of upper-division classes that satisfy distribution requirements. Consequently, I expect that you have all chosen to take this course because you have a substantive interest in the material and are excited to attend class sessions where we discuss the topic. Though attendance does not make up an official component of the overall class grade, class participation *is* an official component. Students who do not regularly attend class cannot fully participate, nor will the content discussed in class be duplicated in the course readings. Keep in mind that in classes of less than 30 students, individual student absences are conspicuous. Repeated absences will be regarded with ill humor.

Course Conduct: During class discussion, it is possible that we will discuss controversial topics that illicit emotional reactions. While such reactions are normal, all students must remain civil during course discussion. This course is to be a setting for academic, meritorious, and free flowing dialog concerning research on Latinx politics and its applications to the contemporary political contexts. Derogatory comments made toward other students, the instructor, or other members of the Rice community will not be tolerated.

Additionally, technology such as laptops, iPads, and other devices necessary to take notes and aid in participation of the course are allowed. However, if these same devices become disruptive or distracting, the instructor reserves the right to alter the policy regarding use of technology in the classroom by students in order to eliminate distraction and disruption.

Turning in of assignments: all assignments are to be turned in via Canvas by the assigned due date.

Late work: Students will be expected to strictly adhere to the assignment schedule articulated in the syllabus. Individual assignments are due at the date and time specified by the instructor. Turning in assignments on time allows the instructor to provide grades and feedback in a timely manner and minimizes the possibility of students falling behind. At my discretion, **late assignments will be deducted 5 points if submitted after the assigned time (but on same day), and 10 points will be deducted for every additional 24-hour period after the due date. I reserve the right to alter this policy on a case by case basis.**

Assignment extensions: Though turning in assignments after the due date will be costly, I am open to granting extensions on assignment due dates. In order to get a deadline extension, students must make a written request via email PRIOR to the deadline, and articulate a reason for the extension. Keep in mind, it *is* an option for me to **deny** the request. The request

should include how much progress you have made on the assignment, what you propose to do during the extension, and how much additional time you request. In general, I am willing to grant extensions that allow to students to improve an already progressing assignment or paper, not for the purpose of allowing students to put off working on the assignment. Students that have barely started their assignment should expect to receive little sympathy.

Writing format guidelines: As you can see, it is very jarring when written documents are not consistently formatted. Written assignments should be double-spaced, written in Times New Roman, size 12 font, and 1-inch margins. Assigmnets shoud be proof-rad an hve minmal errores in speling or grammarr. Students are expected to cite any information they use in all writing assignments; students are to use APA format when citing sources.

The instructions for each assignment will include a suggested word count. This is my approximation of how long the essay will need to be in order to fully and accurately address the prompt. Students are welcome to make small deviations outside of this range, but should use the range as a guideline on the appropriate length of the response.

Syllabus change policy: Though we political scientists consistently promote the virtues of participatory democracy, we are poor practitioners of it. This syllabus shall be subject to change by the instructor at any time. Students will be given ample notice of syllabus changes. Any revised versions of the syllabus will be made available on Canvas.

V. Rice Policies and Information

Rice Honor Code: In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Disability Resource Center: If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Center for Academic and Professional Communication: You are encouraged to make appointments with the peer consultants at the Center for Academic and Professional Communication for your assignments in this course. These consultants do not proofread or edit your work, but they will provide feedback on topics such as the organization of your paper or presentation, the coherence of your argument, appropriate sentence structure, and consistent grammatical errors. You can make an appointment at the Center's website: https://pwc.rice.edu/center-academic-and-professional-communication

VI. Course Outline and Weekly Learning Objectives

Phase 1: Who are Latinxs?

Week 1 – Introduction to the Course

Students will:

- gain an understanding of course logistics
- be informed of course objectives

Week 2 – What does "Latinx" mean? Ethnicity, Race, Identity, and National Origin

Students will:

- become well versed on the socio-cultural complexity of Latinx identity
- understand the determinants of Latinx political identity
- be able to articulate the different arguments regarding the "Latinx" label

Week 3 – Group Attachments, Linked Fate, and Pan-ethnicity

Students will:

- understand the concepts of "group attachments", "linked fate" and "pan-ethnicity"
- learn the determinants of Latinx linked fate and pan-ethnicity.

Week 4: Historical Analysis and Changing Demographics

Students will:

- be able to put the current state of Latinx politics into historical contexts
- understand how the American political environment has reacted to growing Latinx populations
- identify institutional interactions and relationships with Latinx populations, and place those interactions in historical contexts

Phase 2: Latinx Political Behavior

Week 5: Analyzing Latinx Politics & Political Behavior

Students will:

- become familiar with frequent issues that arise when examining Latinx political behavior
- explore the challenges of measurement, empirical design, and theoretical development in the study of Latinx political behavior

Week 6: Ideology & Public Opinion Amongst Latinxs

Students will:

- challenge the conventional wisdom of Latinxs as a single voter bloc
- understand the determinants of Latinx political opinion and ideology
- identify how variation in Latinx public opinion occurs

Week 7: Latinx/Chicanx Activism

Students will:

- become familiar with the determinants of Latinx activism
- assess the impact of Latinx/Chicanx activism on political participation and voting

Week 8: Social Movements – Past and Present (Also, the Texas Primary)

Students will:

- learn the historical, political, social, and institutional determinants of Latinx social movements
- assess the impact of historical social movements on current Latinx-focused social movements

Week 9: Politics of Immigration

Students will:

- assess the rhetoric of immigration and its impact on Latinx voter mobilization
- assess the impact of immigration policy on Latinx political behavior

Phase 3: Interaction Between Latinxs and American Political Institutions

Week 10: Representation

Students will:

- understand the determinants of Latinx representation
- assess the disparities in representation between Latinxs and other ethnic groups
- assess the impact of Latinx representation on Latinx voters

Week 11: Voting & (Non?) Participation

Students will:

- assess the determinants of Latinx political participation and whether they are similar to other demographics
- assess the determinants of the ethnic disparities between Latinx participation and other ethnic groups
- critique voter mobilization techniques that target Latinx voters and policy efforts to increase or decrease Latinx voter mobilization

Week 12: I Guess We Have to Talk About 2016 & 2020

Students will:

- apply the content of the assigned readings and substance of the lectures to the contemporary political environment
- critically analyze the results of the 2016 election with regard to Latinx political participation
- make informed assessments regarding the 2020 election with regard to Latinx political participation

Week 13: Contemporary Cultural and Socio-political Trends Amongst Latinxs

Students will:

- identify socio-cultural influences on Latinx political behavior
- critically assess burgeoning trends in Latinx political behavior, especially amongst Latinx youth

Week 14: Presentations & Course Wrap-Up

Students will:

- learn to articulate new ideas for research in a public setting by presenting an academic research review in a classroom setting
- learn to critique other students work in an academic setting

Part VII. Course Schedule

Date	Topics & Readings
	Week 1: Introduction to the Course
January 14	• Syllabus • Overview to the course
January16	• Introductory lecture
	Week 2: What does "Latinx" mean? Ethnicity, Race, Identity, and National Origin
January 21	• Blas, Terry. "'Latinx' is growing in popularity. I made a comic to help you understand why". *Vox*. October 23, 2019. • Nuño-Pérez & Gwen Aviles. "Is 'Latinx' elitist? Some push back at the word's growing use". *NBC News*. March 7, 2019. • **Beltrán, Cristina. 2010. The Trouble with Unity: Latino Politics and the Creation of Identity. Oxford: Oxford University Press. Conclusion "Latino is a Verb". (*)**
January 23	• **Zepeda- Millán, Chris and Sophia J. Wallace. 2013. "Racialization in the Times of Contention: How Social Movements Influence Latino Racial Identity". Politics, Groups, and Identities. 1(4): 510-527. (*)**
	Week 3: Do Latinxs think they're Latinxs? Group Attachments, Linked Fate, and Pan-Ethnicity
January 28	• **Sanchez, Gabriel and Natalie Masuoka. 2010. Brown-Utility Heuristic? The Presence and Contributing Factors of Latino Linked Fate. *Hispanic Journal of Behavioral Sciences* 32(4): pp. 519-531. (*)** • Sanchez, Gabriel, Natalie Masuoka, & Brooke Abrams. 2019. Revisiting the Brown-Utility Heuristic: A Comparing of Latino Linked Fate in 2006 and 2016. *Politics, Groups, and Identities* 7(3): pp. 673-683.
January 30	• Sanchez, Gabriel R. 2006. "The Role of Group Consciousness in Latino Public Opinion." *Political Research Quarterly* 59 (9):435–46. • **Lavariega Monforti, Jessica and Gabriel R. Sanchez. 2010. "The Politics of Perception: An Investigation of the Presence and Sources of Perception of Internal Discrimination Among Latinos." *Social Science Quarterly* 91(1): 245–65. (*)**
	Week 4: Historical Analysis and Changing Demographics
February 4	• Ortiz, Paul. An African American and Latinx History of the United States. Boston: Beacon Press. Chapter 2 "The Mexican War of Independence and U.S. History • **Gutíerrez, David. 1995. Walls and Mirrors. University of California Press. Berkeley: CA. Ch. 1"Legacies of Conquest". (*)**
February 6	• **Fraga, Luis, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, and Gary M. Segura. 2010. Latino Lives: Making it Home. Temple University Press. Philadelphia: PA. Ch. 1 "The Growing Presence of Latinos in the U.S." (*)**

	Week 5: Analyzing Latinx Politics & Political Behavior
February 11	• **Sanchez, Gabriel R. and Edward D. Vargas. 2016. "Taking a Closer Look at Group Identity: The Link between Theory and Measurement of Group Consciousness and Linked Fate." *Political Research Quarterly* 69(1): 160–74. (*)**
February 13	**Spring Recess**
	The first paper is due by 11:59PM on Sunday, February 16th
	Week 6: Ideology & Public Opinion Amongst Latinxs
February 18	• **Alvarez, R. Michael and Lisa García Bedolla. 2003. "Foundations of Latino Partisanship." *Journal of Politics*. 63: 31-49. (*)** • de la Garza, Rudolfo and Jeronimo Cortina. 2007. "Are Latinos Republicans But Just Don't Know It?: The Latino Vote in the 2000 and 2004 Presidential Elections." *American Politics Research* 35: 202-223.
February 20	• **Bejarano, Christina. 2014. Latino Gender and Generation Gaps in Ideology. *Politics & Gender*. 10: 62-88. (*)** • **Michelson, Melissa. 2016. Healthy Skepticism or Corrosive Cynicism? New Insights into the Roots and Results of Latino Political Cynicism. *Russel Sage Fondation Journal of Social Sciences* 2(3): pp. 60-77. (*)**
	Week 7: Latinx/Chicanx Activism
February 25	• **Pardo, Mary. 1996. "Mexican American Women Grassroots Community Activists: "Mothers of East Los Angeles". In Pursuing Power: Latinos and the Political System F. Chris Garcia, editor. University of Notre Dame Press. South Bend: IN. (*)** • **Zepeda-Millán, Chris. 2017. Latino Mass Mobilization: Immigration, Racialization, and Activism. New York, NY: Cambridge University Press. Ch. 2 "Weapons of the Not So Weak". (*)**
February 27	• Milkman, Ruth. 2006. LA Story: Immigrant Workers and the Future of the U.S. Labor Movement. Russell Sage Foundation. New York: NY Ch 4. "Sí Se Peude: Union Organizing Strategies and Immigrant Workers"
	Week 8: Social Movements – Past and Present (Also, the Texas Primary)
March 3	• Navarro, Armando. 2000. La Raza Unida Party: A Chicano Challenge to the U.S. Two-Party Dictatorship. Temple University Press. Chapter 1 "Catalyst for Empowerment: The Rise of RUP in Texas, 1970" • **Marquez, Benjamin and Rudolfo Espino. 2009. Mexican American Support for Third Parties: The Case of La Raza Unida. *Ethnic and Racial Studies* 33(2): pp. 290-312. (*)**
March 5	• **Nicholls, Walter. 2013. The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate. Palo**

	Alto: Stanford University Press. Ch. 5 "Undocumented, Unafraid, and Unapologetic". (*) • Rosales, Francisco A. "Chicano!: The History of the Mexican American Civil Rights Movement". Houston: Arte Público Press. "Chapters 8 and 10"
	Week 9: Politics of Immigration
March 10	• **Barreto, Matt, Sylvia Manzano, Ricardo Ramirez, and Kathy Rim. 2009. "Mobilization, Participation, and *Solidaridad*: Latino Participation in the 2006 Immigration Protest Rallies." *Urban Affairs Review* 44(5): 736–64. (*)** • **Pérez, Efrén O. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics". American Journal of Political Science. 59(3):549-64.(*)**
March 12	• Barreto, Matt and Gary M. Segura. 2014. Latino America. New York: Public Affairs. "The Prop 187 Effect: The Politics of Immigration and Lessons from California" with Elizabeth Bergman, David Damore, and Adrian Pantoja.
March 14-22	**Spring Break**
	Week 10: Representation
March 24	• **Preuhs, Robert. 2007. Descriptive Representation as a Mechanism to Mitigate Policy Backlash: Latino Incorporation and Welfare Policy in the American States. *Politics Research Quarterly* 60(2): pp. 277-292. (*)** • Juenke, Eric Gonzalez. 2014. Ignorance Is Bias: The Effect of Latino Losers on Models of Latino Representation. *American Journal of Political Science* 58(3): pp. 593-603.
March 26	• Jones, Mark. "Near Absence of Latinos and Asians Undermines Legitimacy of Houston City [Opinion]". *Houston Chronicle*. December 18, 2019. • **Casellas, Jason. 2009. The Institutional and Demographic Determinants of Latino Representation. *Legislative Studies Quarterly* 34(3): pp. 339-426. (*)**
	The second paper is due by 11:59PM on Sunday, March 29th, 2020
	Week 11: Voting & (Non?)Participation
March 31	• **Ramírez, Ricardo. 2007. Segmented Mobilization: Latino Nonpartisan Get-Out-the-Vote Efforts in the 2000 General Election. *American Politics Research* 35(2): 155-175. (*)** • **Gutierrez, Angela, Angela X. Ocampo, Matt Barreto, and Gary Segura. 2019. Somos Más: How Racial Threat and Anger Mobilized Latino Voters in the Trump Era. *Political Research Quarterly*: pp. 1-16. (*)**

April 2	• Barreto, Matt and Gary M. Segura. 2014. Latino America. New York: Public Affairs. "Now You See Us, Now You Don't" with Sylvia Manzano and Adrian Pantoja. • **Marschall, Melissa and Amanda Rutherford. 2016. Voting Rights for Whom? Examining the Effects of the Voting Rights Act on Latino Political Incorporation. *American Journal of Political Science* 60(3): pp. 590-606. (*)**
	Week 12: I Guess We Have to Talk About 2016 & 2020
April 7	**2016: What Happened?** • Khalid, Asma. "Latinos will never vote for a Republican, and other myths about Hispanics from 2016." *NPR*. December 22, 2016.
April 9	**2020: What *Will* Happen?** • **Readings TBD**
	Week 13: Contemporary Cultural and Socio-political Trends Amongst Latinxs
April 14	• **Readings TBD**
April 16	• **TBD (Class Possibly Canceled Due to MPSA Conference)**
	Week 14: Presentations & Course Wrap-Up
April 21	• Presentations
April 23	• Presentations, continued • Wrap up any loose ends and course debrief
	Final papers are to be submitted via Canvas by 11:59PM on Friday, May 1st